



**THE VOCABULARY MASTERY OF THE EIGHTH GRADE STUDENTS
OF MTs YAYASAN PERGURUAN ISLAM KLAMBU IN ACADEMIC
YEAR 2012/2013 TAUGHT BY USING MNEMONIC INSTRUCTION:
VISUALIZATION OR IMAGERY METHOD**

**By
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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2012**



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SKRIPSI

**Presented to the University of Muria Kudus
In a Partial Fulfillment of the Requirements
For Completing the Sarjana Program
In English Education**

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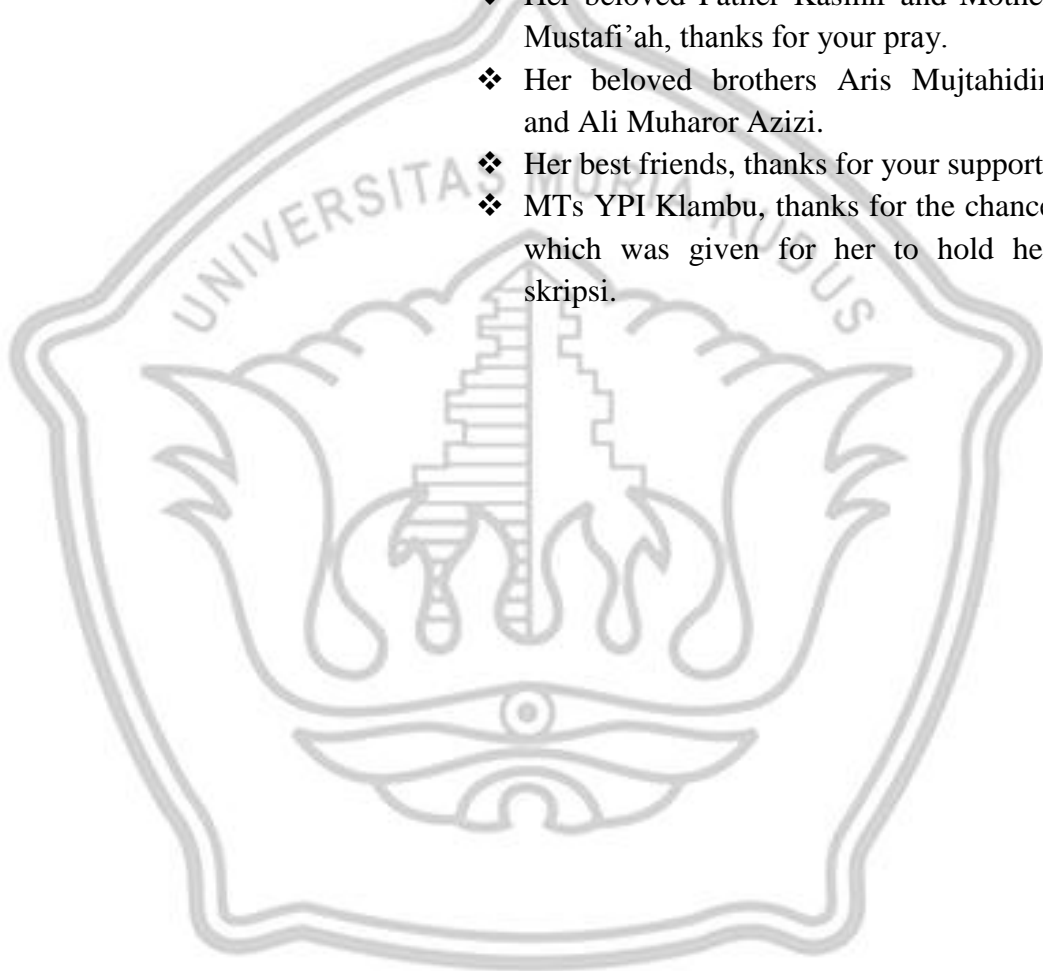
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UNIVERSITY OF MURIA KUDUS
2012**

MOTTO AND DEDICATION

- ❖ I will do my best and God will give do the best.
- ❖ Never give up.
- ❖ The achievement can't be reached without enthusiasm.

The writer dedicates this skripsi to:

- ❖ Her beloved Father Kasmir and Mother Mustafi'ah, thanks for your pray.
- ❖ Her beloved brothers Aris Mujtahidin and Ali Muharor Azizi.
- ❖ Her best friends, thanks for your support.
- ❖ MTs YPI Klambu, thanks for the chance which was given for her to hold her skripsi.

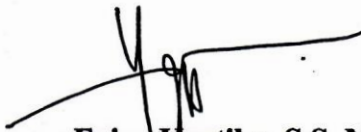


ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of Lu'luatul Maghfiroh (2007-32-338) has been approved by the skripsi advisors for further approval by the Examining Committee.

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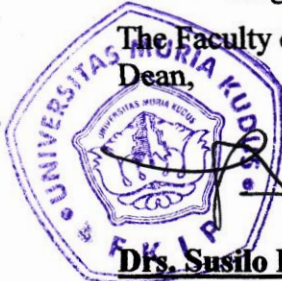
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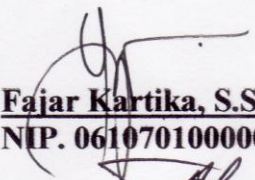


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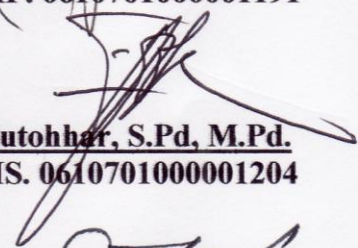
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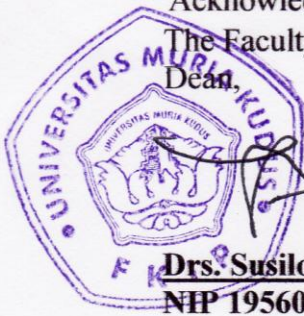

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ABSTRACT

Maghfiroh, Lu'lu'atul. 2012. *The Vocabulary Mastery of the Eighth Grade Students of MTs Yayasan Perguruan Islam Klambu in academic Year 2012/2013 Taught by Using Mnemonic Instruction: Visualization or Imagery Method*. Skripsi: English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors: (1) Fajar Kartika, S.S.M.Hum. (2) Mutohhar, S.Pd, M.Pd.

Key words: Vocabulary, Mnemonic Instruction: Visualization or Imagery method.

The important part in English language is the vocabulary. Vocabulary is an important element in second language (L2). By learning vocabulary, the students can increase their listening, speaking, reading and writing. However, the fact shows that many students have difficulties to master their English vocabulary. Mnemonic Instruction: Visualization or Imagery Method is a set of strategies designed to help the student's memory of new information. Mnemonic Instruction can link information to prior knowledge through the use of visual or acoustic cues so that the students can be motivated and interested in the learning process, especially for learning vocabulary.

The purpose of this research is to find out whether there is significant difference between the vocabulary mastery of the eighth grade students of MTs Yayasan Perguruan Islam Klambu in academic year 2012/2013 before and after being taught by using Mnemonic Instruction: Visualization or Imagery Method.

The subject of the research is the eighth grade students of MTs Yayasan Perguruan Islam Klambu in academic year 2012/2013 with the number of students 36. The design of this research is experimental research and the test instrument is multiple choice; it consists of 30 items.

The result showed that the vocabulary mastery of the eighth grade students of MTs Yayasan Perguruan Islam Klambu in academic year 2012/2013 before being taught by using Mnemonic Instruction: Visualization or Imagery Method is categorized sufficient. The score of mean and standard deviation are 64.6 and 7.15. Meanwhile, the vocabulary mastery of the eighth grade students of MTs Yayasan Perguruan Islam Klambu in academic year 2012/2013 after being taught by using Mnemonic Instruction: Visualization or Imagery Method is categorized good. The score of mean and standard deviation are 78.27 and 7.31. The calculation of t-test gets result 10.86 and in the level of significant 0.05 and the degree of freedom (df) 35 which is gained N-1, t-table is 2.042. It is concluded that there is significant difference between the vocabulary mastery of the eighth grade students of MTs Yayasan Perguruan Islam Klambu in academic year 2012/2013 before and after being taught by using Mnemonic Instruction: Visualization or Imagery Method.

The writer suggests that the teacher should use good method teaching learning English, especially for learning vocabulary. One of them is Mnemonic Instruction: Visualization or Imagery as a method for teaching vocabulary.

ABSTRAKSI

Maghfiroh, Lu'Lu'atul. 2012. *Penguasaan Kosa Kata dari Kelas Delapan Siswa dari MTs Yayasan Perguruan Islam Klambu Tahun Ajaran 2012/2013 Mengajar dengan Menggunakan Mnemonic Instruksi: Visualisasi atau Pencitraan Metod*. Skripsi : Jurusan Bahasa Inggris Fakultas dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing : (1) Fajar Kartika, S.S.M.Hum. (2) Mutohhar, S.Pd, M.Pd.

Kata Kunci: Kosa Kata, Mnemonic Instruksi: Visualisasi atau Pencitraan.

Bagian paling penting dalam bahasa Inggris adalah kosa kata. Kosa kata adalah elemen penting dalam bahasa kedua (L2). Dengan belajar kosa kata, para siswa dapat meningkatkan kemampuan mereka dalam mendengarkan, berbicara, membaca dan menulis. Namun, fakta menunjukkan bahwa banyak siswa mengalami kesulitan untuk menguasai kosakata mereka. Mnemonic Instruksi: Visualisasi atau Pencitraan adalah serangkaian strategi yang dirancang untuk membantu memori siswa dari informasi baru. Mnemonic Instruksi dapat menghubungkan informasi untuk pengetahuan periode melalui penggunaan isyarat visual atau akustik sehingga siswa dapat termotivasi dan tertarik dalam proses pembelajaran, khususnya pembelajaran dalam kosakata.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan dari penguasaan kosakata siswa kelas VIII MTs Yayasan Perguruan Islam Klambu tahun ajaran 2012/2013 sebelum dan sesudah diajarkan dengan menggunakan Instruksi Mnemonic: Visualisasi atau Pencitraan Metod.

Subyek dari penelitian adalah siswa kelas VIII MTs Yayasan Perguruan Islam Klambu tahun ajaran 2012/2013 dengan jumlah siswa 36. Bentuk dari penelitian ini adalah penelitian eksperimental dan instrument tesnya yaitu pilihan ganda yang terdiri dari 40 soal.

Hasil penelitian menunjukkan penguasaan kosakata siswa kelas VIII MTs Yayasan Perguruan Islam Klambu tahun ajaran 2012/2013 sebelum diajarkan dengan menggunakan Mnemonic Instruksi: Visualisasi atau Pencitraan Metod dikategorikan cukup. Nilai mean dan standar deviasi adalah 64,6 dan 7,15. Sementara itu, penguasaan kosakata pada siswa kelas VIII MTs Yayasan Perguruan Islam Klambu tahun ajaran 2012/2013 setelah diajarkan dengan menggunakan Mnemonic Instruksi: Visualisasi atau Pencitraan Metod dikategorikan baik. Nilai mean dan standar deviasi adalah 78,27 dan 7,31. Perhitungan dari hasil t-test mendapatkan hasil 10,86 dan tingkat signifikan 0,05 dan degree of freedom (df) 35 yang diperoleh N-1, t-tabel adalah 2,042. Itu disimpulkan bahwa terdapat perbedaan yang signifikan dari penguasaan kosakata siswa kelas VIII MTs Yayasan Perguruan Islam Klambu tahun ajaran 2012/2013 sebelum dan sesudah diajarkan dengan menggunakan Instruksi Mnemonic: Visualisasi atau Pencitraan Metod.

Penulis menyarankan pada guru agar menggunakan metode mengajar yang baik dalam pengajaran bahasa Inggris, khususnya pembelajaran kosa kata. Salah satunya adalah Mnemonic Instruksi: Visualisasi atau pencitraan sebagai metode untuk mengajar kosakata.

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First, in this occasion, the writer would like to say thanks to Allah SWT for all of mercy and blessing to the writer with health, power and motivation to finish her skripsi entitled “The Vocabulary Mastery of the Eighth Grade Students of MTs Yayasan Perguruan Islam Klambu in academic Year 2012/2013 Taught by Using Mnemonic Instruction: Visualization or Imagery Method”.

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The writerhappily receives any constructive criticism and suggestion, but the writerhopes that it will be useful for those especially who are in the field of education. Thank you.

Kudus, September 2012

Lu'lu'atul Maghfiroh

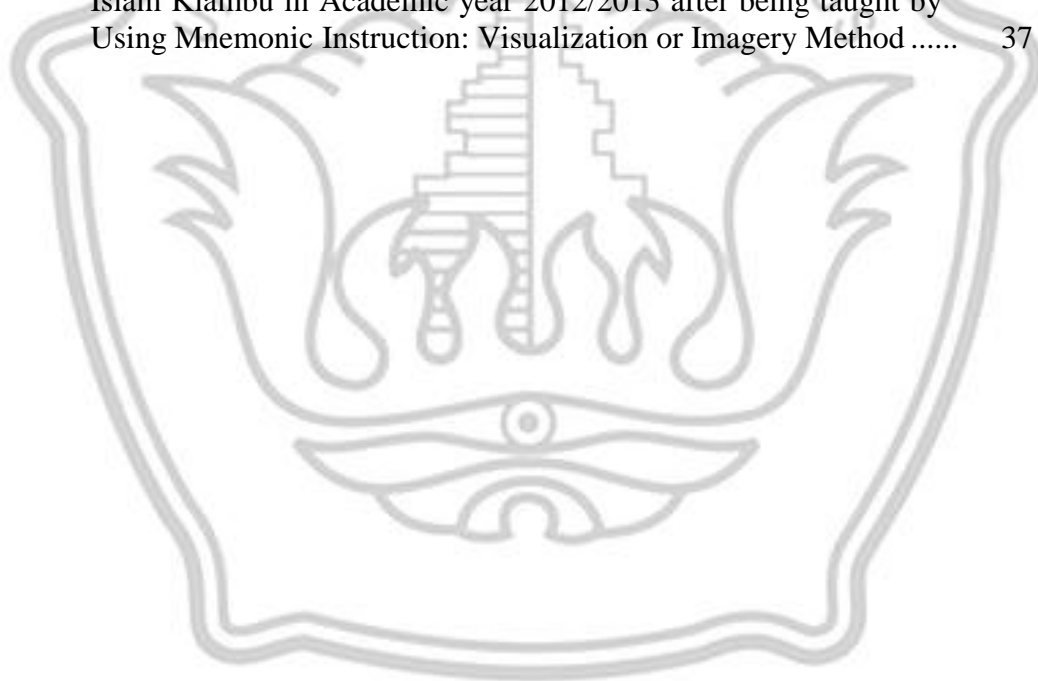
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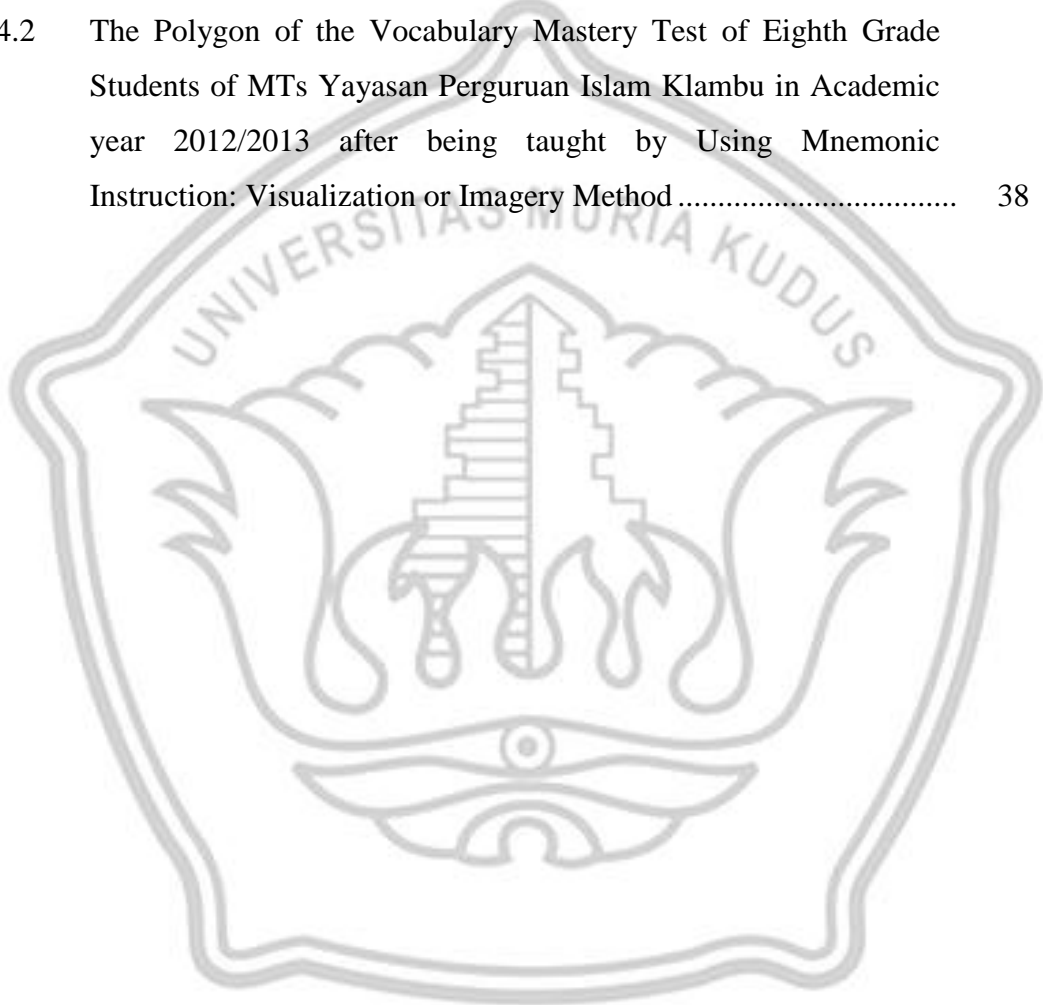
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